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ABSTRACT

During October and November 1975, American Indian organization leaders, school superintendents, Bureau of Indian Affairs' (BIA) administrators, education administrators, workshop and seminar participants, parents, tribal leaders, and school teachers were surveyed on what they considered the primary concerns of education at the field level and the priorities and recommendations for improvement. Data were obtained through personal interviews with individuals and groups and mailed questionnaires. Meetings with Indian organizational leaders were held in Washington, D.C.; Denver, Colorado; and Oklahoma City, Oklahoma. The seminar was held at the Southeastern Oklahoma State University. Responses were ranked in the order of their frequency and placed in the order of priority. Among the survey findings were: too many non-educators were allowed to make decisions for education and educators had little to say concerning educational policies and budgetary procedures; with non-educators, education became a lower priority within the entire BIA structure; staffing problems existed, i.e., temporary vs. permanent, inadequate staffing, and inequity of staffing within an area and within some schools; a school had no authority to hire and fire; inequity of funding existed; and there was a need for better dissemination of educational data to Indian organizations and the Indian people in general. (NQ)

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RESEARCH AND EVALUATION REPORT SERIES NO. 46

SURVEY OF EDUCATIONAL CONCERNS
OF
INDIAN ORGANIZATION LEADERS
SCHOOL AND AGENCY SUPERINTENDENTS
EDUCATION ADMINISTRATORS
WORKSHOP AND SEMINAR PARTICIPANTS
TRIBAL LEADERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MAY 1976

TABLE OF CONTENTS

	Page
SUMMARY	1
TRIBAL OFFICIALS' COMMENTS	4
HIGH SCHOOL AND ELEMENTARY SUPERINTENDENTS' COMMENTS	5
AGENCY SUPERINTENDENTS' COMMENTS	8
POST SECONDARY SCHOOL OFFICIALS' COMMENTS	9
CLENNON SOCKEY, FORMER DIRECTOR, COMMENTS	12
REVIEW OF: A STUDY ON INDIAN CONTROLLED COMMUNITY COLLEGES AND LEARNING CENTERS	13
COMMENTS FROM: NATIONAL INDIAN INTEREST GROUPS	14
COMMENTS FROM: AN INSTITUTE FOR INDIAN SCHOOL PERSONNEL ON HUMAN EFFECTIVENESS	16
SAMPLE SURVEY BY NATIONAL INDIAN EDUCATION ASSOCIATION ON PROBLEMS FACING BIA SCHOOLS	18
BRIEF REPORT ON: EARLY CHILDHOOD NEEDS ASSESSMENT BANK STREET COLLEGE AT LAS VEGAS MEETING, OCTOBER 20, 1975	22
ASSISTANT AREA DIRECTORS' MEETING IN LAS VEGAS, NEVADA OCTOBER 14-16, 1975	25
OKLAHOMA NEEDS ASSESSMENT PROGRESS REPORT OKLAHOMA STATE UNIVERSITY, OCTOBER 1975	29

Summary

The survey findings given here were gathered through personal interviews with individuals and groups during the months of October and November 1975. The survey was conducted at the request, and under the direction of Dr. Noah Allen, Acting Director of Education Programs for the Bureau of Indian Affairs. Dr. Gene Leitka, Education Specialist, Albuquerque, New Mexico and Mr. Gerald Tuckwin, Instructor, Haskell Indian Junior College, Lawrence, Kansas conducted the survey while serving as Special Assistants to Dr. Allen. Meetings with Indian organizational leaders were held in Washington, D. C., Denver, Colorado, and Oklahoma City, Oklahoma.

School administrators and BIA officials were interviewed at other locations. A meeting held by the Assistant Area Directors of Education in Las Vegas, Nevada were asked to express their concerns of issues in education. Their comments are included as well as 76 Indian persons' contributions in a seminar held at Southeastern Oklahoma State University. They expressed their thoughts on what their major concerns were in Indian education. In addition to personal interviews, a total of 240 letters were sent to school superintendents, tribal leaders, and school boards. Their contributions are included in the final analysis of the data. The responses were ranked in the order of their frequency and placed in that order of priority as they appear below. As an example, the first item in the list was mentioned by more people than all the other items appearing in the entire list. The second item, or Number 2, was mentioned more frequently next to Number 1 and so on through item Number 21.

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1. Too many non-educators are allowed to make decisions for education and educators have little to say concerning educational policies and budgetary procedures. Also, with non-educators, education becomes a lower priority within the entire BIA structure.

2. Currently, there are staffing problems temporary vs. permanent, inadequate staffing and inequity of staffing within an Area and within some schools. A school has no authority to hire and fire.

3. There is inadequate budgeting for all schools. Also, inequity of funding exists.

4. Facilities, equipment, materials, transportation, etc., need to be up-dated and made available to meet adequate standards that will accommodate capacity enrollments.

5. There is a need for administrator training programs for Indian graduates. Furthermore, teacher training and recruitment needs to be initiated as does staff training.

6. A more direct authority and decision-making policy should be placed back in the Director's office in the Central Office to allow for the Director to have line authority to educational personnel. This would re-establish continuity and stability back in the Director's office.

7. There needs to be a better dissemination of educational information to Indian organizations, Indian communities, and to Indians in general. Likewise, Indians need to exert a stronger role in Indian education.

8. There needs to be an educational curriculum within the BIA schools that stress relevancy. Quality needs to be emphasized as opposed to quantity. Programs should be designed to meet student needs; this includes vocational education, career education, safety education in addition to the basic academics.

9. There exists a need for professional counseling personnel at the elementary, secondary and post-high school level to deal with the emotional problems, dropouts and other related areas.

10. Special education programs are a must within the BIA schools.

11. Student problems exist in the following areas: Lack of motivation, dropouts, alcohol and drug abuse, lack of part-time jobs and disciplinary methods and procedures.

12. There needs to be systematic meetings for superintendents, principals, and administrators within the BIA at the local level to iron out rules and regulations, etc., and yet not duplicate.

13. Indian preference policies need to be implemented. During RIF, Indians are the first to go. Indians should be allowed to handle Indian programs.

14. Our education program has a poor system of accountability in terms of human and financial resources.

15. BIA Higher Education grants should be viewed as more than a hand-out or entitlement by the recipient. On the other hand, the Bureau should supervise more closely.

16. Supervision at the Area level needs to be more supportive rather than merely a watchdog of activities. Technical assistance should be available from the Area and Central Office.

17. Establish a Bureau of Education within the BIA to deal with training, assessment, accreditation, model program, a Research and Development Center, a Resource Center, and an Evaluation program.

18. There should be an analysis of the boarding school issues, their needs, funding, closure, and special schools for special needs.

19. There should be an establishment of a post-secondary education office in the Central Office to administer the growing number of post-secondary schools and community learning centers.

20. More authority should be placed with school boards in policy-making. The school's budget should include funding for board meetings and board training.

21. There should be a review of the BIA boarding school admission policies pertaining to better screening policies with an assessment of abilities, a more streamlined application procedure, and a revision of application forms.

Frequencies of responses to the 21 items above are depicted in the frequency table below. An example: Item number 1 which reflects the most frequent comments by educators shows that 5 superintendents, 2 principals, 12 Assistant Area Directors for Education, 9 tribal leaders, 2 members of school boards, and 1 agency superintendent agreed or made the same comment.

Frequency of Responses

	Supts.	Principals	Assistant Area Directors	Tribal Leaders	School Boards	Agency Supt.	Totals
1.	5	2	12	9	2	1	31
2.	2	2	5	1	2	2	14
3.	4	1	5	1	1	1	13
4.	3	1	8	3	0	1	16
5.	2	0	4	8	0	0	14
6.	2	1	4	9	1	0	17
7.	3	1	4	9	0	1	18
8.	3	0	0	2	1	1	7
9.	2	0	0	2	1	1	6
10.	2	1	0	2	0	0	5
11.	2	1	0	0	0	0	3
12.	0	0	0	0	1	1	2
13.	2	0	0	0	0	0	2
14.	2	1	1	0	0	1	5
15.	0	0	4	1	2	1	8
16.	3	2	0	0	0	0	2
17.	2	2	0	0	0	0	4
18.	6	2	0	0	0	0	8
19.	1	1	0	0	0	0	2
20.	3	1	0	1	1	1	7
21.	0	0	0	1	1	0	2

Mail Survey

In addition to personal interviews and discussions at educational meetings, a total of 200 educators were queried through the mail. These educators included: (1) School Board Members, (2) Tribal Education Committee Members, (3) Tribal Officials, (4) PTA or PTO Members, (5) BIA School Officials, and (5) Teachers. Other interested persons outside of the above categories were also queried on their personal thoughts on what they felt should be the major priorities in education for Indian children. A total of 92 letters were returned with comments. The 92 responses comprise 46% of the 200 letters that were mailed.

The comments they made were compiled in order of their frequencies.

Sample Population Surveyed	Number	Percent
BIA School Officials (Superintendents, Principals Supervisors)	48	52%
PTA or PTO Members and Tribal Officials	10	21%
BIA School Teachers	10	11%
School Board Members	8	9%
Tribal Education Committee Member	7	7%
	92	100%

WRITTEN RESPONSES
BY
BIA SCHOOL OFFICIALS
N = 48

Comment	*Frequency*	*Percent*
1. *Develop updated Bilingual and Bicultural Programs to assist those who need it and attend to special education needs but also maintain a high quality education program in basic education, i.e., the three R's. Develop skills in Reading, Writing, and Mathematics.*	48	100%
2. *We need more adult Indian involvement with training to assume control of the Indian schools.*	32	67%
3. *Schools should provide more vocational and career type education so the young people will learn how to get a job and keep it.*	26	54%
4. *We need well-trained teachers who can motivate the Indian children and who can counsel them toward careers. Indian people should be trained and given preference for these kinds of jobs.*	18	38%
5. *Reading and Language Arts Programs need to be well-developed for Indian youth who are speakers of Native Language. They need to express themselves with less difficulty than they are able to do today.*	19	40%
6. *Require all teachers of Indian students to have multicultural sensitivity training.*	17	35%
7. *Identify those that need special education, both the remedial and the gifted type, and provide appropriate program. However, a strong and good basic program must be supported in reading, writing, mathematics, and science.*	17	35%
8. *Prepare the Indian youth for entry into the job market well-prepared with good basic education and equipped with salable skill.*	14	29%
9. *Our old school facilities need updating and funds must be made available to do this but these constructions must be based on community desires.*	12	25%

	Frequency	Percent
10. A good self-concept and self-respect must be instilled in our youth today.	9	19%
11. More support for out BIA teachers and a smaller teacher-pupil ratio so that they can do a better job. Vacant teaching positions must be filled immediately or we will be shortchanging our children.	6	13%
12. We need social development as well as emotional and educational development of our Indian youth. A more homelike atmosphere in our BIA dormitories is a must.	5	10%
13. Early Childhood Education must be developed.	2	4%
14. More efficiency in school operations, personnel actions, requisitions, etc.	2	4%
15. Post-high institutions needed on reservations.	1	2%

WRITTEN RESPONSES
BY
TRIBAL OFFICIALS, PARENTS, AND PTA MEMBERS
N = 19

Comment	Frequency	Percent
1. Involve Indian parents and Indian adults in planning of education programs and use of Indian teacher aides where needed.	10	53%
2. More vocational and career type courses and instructions in the BIA boarding schools.	10	53%
3. Provide basic education at high level for all Indian children. The basics should include reading, writing, and a good mathematics program. The Language Arts Program must be strong so their achievement level will be raised.	9	47%
4. Seek more Indian teachers who are well-qualified and update the facilities and education programs.	7	37%
5. More individualized instruction and more attention given to gifted students.	6	32%
6. Early Childhood Program needs to be developed in communities.	6	32%

	Frequency	Percent
7. Restructure BIA Education system to provide for a strong Director of Indian Education Programs and effective Area leadership.	5	26%
8. Cultural differences must be understood by teachers and administrators.	4	21%
9. We need more encouragement for our youngsters to complete high school and college.	4	21%
10. Consider accountability in contracting to assure contractors are using funds effectively.	3	16%
11. Effective and well-planned Bilingual Education Program for all Indian students and also a sensitizing program for non-sensitive teachers.	2	11%

WRITTEN RESPONSES
BY
SCHOOL BOARD MEMBERS
N = 8

Comment	Frequency	Percent
1. A socialization program for Indian students that will help them make proper adjustment.	5	63%
2. Develop their conceptual skills and develop values.	2	25%
3. Quality education program and high quality facilities and teachers.	4	50%
4. Cultural awareness programs and a good testing program to measure student progress.	2	25%
5. Better bus routes, transportation, and better roads.	3	38%
6. Trade and vocational training programs.	1	13%
7. Provide basic education for Indian students in BIA and public schools that includes reading, math, writing, and good science programs. Also, a good Language Arts Program.	5	63%
8. Employ well-trained teachers with commitments.	1	13%

WRITTEN RESPONSES
BY
BIA SCHOOL TEACHERS
10

Comment	*Frequency*	*Percent*
1. *A comprehensive reading and Language Arts Program in the elementary through secordary schools.*	4	40%
2. *Develop self-respect in the Indian children and assist them to acquire a better self-concept through school.*	7	70%
3. *Bilingual Education and Bicultural Education.*	3	30%
4. *More funds are needed to improve existing programs and also to assist Indian college students.*	5	50%
5. *Career Education*	4	40%
6. *Mathematics*	1	10%
7. *Exposure to outside world.*	3	30%

CONCERNS IN EDUCATION FOR INDIAN PEOPLE

The following report is based on interviews with a tribal official, BIA superintendents, and national Indian interest groups.

Basically, two questions were asked: "What are the primary concerns of education at the field level and what are the priorities and recommendations for improvement?" The responses are listed as follows:

Tribal Official Comments

1. Enrollment criteria needs upgrading; admission policies and applications needed to be streamlined. Also, better screening policies need to be initiated.

2. There needs to be better counseling in the educational institutions beginning in the primary and elementary grades and continuing throughout the educational ladder.

3. There must be a recognition that BIA students typically have problems. School dropouts are excessive. There must be an identification of emotional and/or psychological problems.

4. School boards need to have more authority in policy making rahter than merely an advisory capacity. Also, the funding of school boards and boards of regents should be a part of the school budget.

5. Curriculum standards need upgrading -- quantity vs. quality. There needs to be more stress at the elementary grades.

6. A very basic concern is the management structure within the BIA; there is a lack of decision making plus it is handicapped in the areas of personalities, politics and the structure.

7. Non-educators make educational decisions; the Area Directors overrule their school superintendents who then are handcuffed in making decisions.

8. There is inequity of staffing -- one school vs. another school within an Area; one Area vs. another Area. There should be an exchange program within the BIA, an exchange of staff, faculty, instructors, students, and most of all, ideas.

9. There should be more accountability of Higher Education Programs. There needs to be more commitment by those receiving funds and/or grants.

High School and Elementary Superintendent Comments

1. There is a staffing problem -- permanent positions vs. temporary postions. There needs to be more equality of staffing within an Area.

2. Financing is a problem, not the allocation but the time in securing it; purchasing is too time consuming. There needs to be more delegation of authority as it pertains to funding.

3. Where the enrollment is maintained at a full capacity, there needs to be more facilities.

4. There is some friction within the employees if an employee serves on the local school board. However, this can foster good working relationship between the school and the school board.

5. Educators need to make educational decisions.

6. The top priority at this level is the need for a special education school, program or center. It should encompass all areas of special education from the lowest to the gifted.

7. The biggest percentage of students within the BIA schools have social problems and are maladjusted. Are we operating rehabilitation centers or academic centers? There needs to be preventive programs at the elementary level; an attitudinal change is necessary.

8. There needs to be better rapport of BIA schools and their immediate community. Alienation is a local problem.

9. At the supervision level the Area personnel need to be more supportive rather than merely a watchdog of activities. There also needs to be more accountability in terms of human and financial resources.

10. There needs to be a re-educating of the families. There needs to be an explanation of goals and objectives, disciplinary measures, attitudes, etc. More communication is necessary.

11. There needs to be more accountability, particularly to the constitutents; they come to the BIA schools with problems, therefore, the schools should offer them an alternative with respect to the public schools. Are we meeting their needs or are we duplicating?

12. Staffing is a problem -- temporary vs. permanent. Indian preference may need to be redefined. The Indian employee is usually at the bottom, therefore, he is usually the first to go during a reduction.

13. There needs to be funding, personnel, and facilities for special education. Title I is limited although adequate in the specified areas.

14. Vocational education needs to be emphasized at the junior and senior high levels. Career education must be emphasized early. (Uniqueness should be a part of all schools, yet there should be coordination between schools within the Area.)

15. One of the great weaknesses of the BIA educational objectives is the emphasis on the intellect as opposed to the emotional, psychological, social and cultural development of its constituents. The cultural background cannot be severed.

16. School psychologists need to be instituted within the BIA. BIA students have maladjustment problems.

17. There should be a safety program initiated by the Central Office to meet all the levels of standards (local, state, federal).

18. The school boards are inadequately funded. They also need to be oriented to school affairs.

19. The Director of Indian Education Programs needs to have more authority delegated to that office.

20. Facilities need to be updated to meet the needs of the students.

21. Finally, there needs to be quality education with relevancy.

Our own BIA people counsel Indian youngsters to attend public institutions when we have available to them excellent facilities in technical training at SIPI and Haskell. There is a growing competition to attract the Indian youth to our BIA schools. There also appears to be some duplication in the kinds of training we offer in some fields of technical training.

The regulations in the 62 BIAM do not include post-high institutions and the Board of Regents have not accepted these regulations.

We need the Employment Assistance Program to assist Indian youth to refer their students to our own institutions.

AGENCY SUPERINTENDENT

Our operating budget for F.Y. 1975 was around 2.2 million dollars and this has not been nearly enough. At this moment (November 16, 1975), we need approximately 250 thousand dollars to break even at the end of the school year next May. We have already run into deficit. This kind of budget problems really ties our hands and straps us in for the entire year. We can't get things we need. We need additional professional personnel but can't get them. We need social workers, nurses, education specialists, and more professional people in the guidance department.

Real professional help from the Area personnel is also lacking. Our main concern right now is to try to keep the quality of education at the highest level. We are currently accredited by the State Department of Education and now we want accreditation from the Southern Association. The review of this program will be coming soon but we don't have the money to improve our program.

Our major problem is the budget. We operate in the red most of the year. The Area Office will manage to bail us out at the end of the year but this is no way to operate schools or any other kind of business. Our communications have improved considerably since Indian people have been placed in the various positions from the local level to Area and Central Office.

We have not been able to get technical assistance from the Area Director's Office level. We don't know where to turn when educational related problems develop. Mr. Freelon, the Education Specialist, has been given other duties that occupies his time and he can't find the time to give us.

Budget Problems: For F.Y. 1976, we have only enough for about six months. We wrote to the Area Director last August 4 and told him of it and that we must have additional funds in order to operate the schools throughout the rest of the school year. This included the last summer's program. We have not heard from the Area Office. Believe 150 to 200 thousand dollars would suffice for the rest of the year and to staff the schools to meet the accreditation standards.

We are in the process of being examined by the Southern Association of Accreditation but to meet those requirements set down by the Association, we must have additional staff. Their requirements are much higher and stringent than the State Accreditation requirements. We do have the State Accreditation but the Tribal Council and the School Board approved a resolution and felt that we needed to raise the standards of Choctaw Central High School through an accreditation by the Southern Association. The Council and the School Board approved this over a year ago.

Transportation: We are contracting with the GSA in Jackson but their buses do not meet the safety standards and their services are not adequate for our needs. They haven't got the best service available.

POST-SECONDARY SCHOOL OFFICIALS

Our entire educational structure in the BIA is very definitely overly concerned with the Bureaucratic structure of the system and has little concern with helping Indian youngsters by improving the administration and the education program. The superiors are more oriented toward shuffling paper and telling everyone what the regulations do not allow you to do rather than what one can do. We have too many non-education administrators and managers giving direction to educators. Area Offices place constraints on educators

and prevent any professional growth among teachers and administrators. These restrictions stifle creativity or real professional people.

In the Bureau we refuse to admit publicly that our students are behind on just about every level on educational achievement. They are not only behind academically, but socially and all other aspects. The evidence of this is very clear in their behavior and attitudes.

We have reasons to believe that 80% of the students we get in our school come from the lower half of the classes they represent, and 60% of these same students are from the bottom of their classes. We have reached the conclusion that our students do not come here to go to school, they come here because it is free.

Our Board of Regents need to decide whether our school should be a Liberal Arts College or a Vocational Technical Institute.

We are caught in a delemma at this point and time. Students feel they are mature enough to be treated as adults and that the school should not impose any restrictions on them. Some staff feel there should be some kind of control in the behavior of students, particularly when negative behaviors disrupt or have a direct effect on the educational process at the school.

Establishment of Office of Post-Secondary Education: As post-secondary schools, we are forced to live with the same funding, same administration, same regulations and the same directions for elementary and secondary schools in BIA. There is a desperate need to remove the post-secondary institutions from under the Area Offices. They can no longer operate them as they do the elementary schools. There isn't anyone in the Area Offices who understand the operation of a post-secondary school.

Bureau of Education: It's time we established a Bureau of Education within the BIA. This Bureau would be a direct arm of the Director and could do the following:

1. Have direct access or authority to superintendents and the Assistant Area Directors of Education.

2. Be responsible for training.

3. Conduct on-going needs assessment in the entire education program.

4. Serve as an accreditation agency.

5. Establish model programs, monitor and evaluate them for expansion.

6. Establish research and development arm.

7. Establish a Resource Center where all research document and BIA materials are controlled and housed. The centralization of the material would be available for public use.

Dilemma: It seems the superintendents find themselves in precarious positions when we are told to work with and get directions from the School Boards or the Board of Regents, then the Area Office will not follow-up on a decision. We need a Decision-Making Authority some place within the structure. School people and Indian Boards just can't seem to identify who is to make decisions.

Comprehensive Needs Assessment: A comprehensive needs assessment is needed within the entire BIA Education Program to clearly identify where we are and what needs really exist. Only then can we say what we need in terms of programs and facilities.

CLENNON SOCKEY
FORMER DIRECTOR OF INDIAN EDUCATION PROGRAMS
1974-1975

The Bureau and the other governmental agencies must find unity to get behind the regulations on JOM. All the Indian people need to unify also, because only a small part of them are participating now. The Bureau should be prepared to serve the tribes on education matters. Our position remains the same, that of carrying out the services to them. We should be prepared to relinquish our responsibilities at any given time and place.

Curriculum Structure: Any tribal government oriented courses being offered should be built on the Law 93-638 and its implementation. The students should be exposed to the total intent of the Law and its applicability.

In the Muskogee Area, Mr. Dennis Springwater and Bob Beam will teach and train Area people on this important piece of legislation, the PL 93-638.

We should assume that as soon as a tribe expresses an interest in contracting, BIA is responsible for training them and prepare them for contracting and see to it that it works. However, each tribe has the option to use BIA or contract out consultants.

If a tribe starts floundering with a contracted program, it is the Bureau's responsibility to provide assistance. Therefore, the Indian population must be well informed. We must provide good sound planning.

Our total education program had a poor system in terms of accountability. We could no way compare with a private industry. We should require a closer scrutiny of our fiscal aspect of education.

Higher Education: Our higher education program should be placed under close scrutiny and let Indian people know where it all stands. We don't need the whole society college educated. As it stands now, our graduate students are placed on lower level as priority. They really should be top priority. At one time we worked on a plan to fund graduate students, who were studying in critical fields, to be funded on a four or five year block. This would virtually eliminate any financial worries. We had plans to work closely with the Office of Indian Education in HEW.

Indians should be allowed to run Indian business.

A STUDY
ON
INDIAN CONTROLLED COMMUNITY COLLEGES AND LEARNING CENTERS
BY
WESTERN INTERSTATE COMMERCE ON HIGHER EDUCATION
(1975)

There are currently 31 tribes being assisted in exploration for post-secondary learning centers and looking to the Federal Government to act on their behalf. There are currently (November 1975) ten Indian controlled community colleges in operation and 12 projected to be in operation in F.Y. 1976. Most tribes want the entire post-secondary education. That includes lower division, upper division, and graduate programs. It was reported in June 1975 that 15 additional tribes were seeking information for developmental purposes of post-secondary programs. They reported approximately 79,000 persons over the age of 16 years that would possibly benefit from such programs, either directly or indirectly. The study reported that the tribes have needs in the area of post-secondary educational needs within the Public Law 93-638, Title II, Part A, Section 203 (4).

NATIONAL INDIAN INTEREST GROUPS

American Indian Higher Education Consortium
The Coalition of Indian Controlled School Boards
United Scholarship Service, Inc.
American Indian Professional Service, ACKCO
National Congress of American Indians
National Tribal Chairman's Association
NACIE
CENA
Americans for Indian Opportunity

1. There needs to be an assessment of career education needs. The BIA schools need to be involved with career education.

2. There seems to be financial difficulties with the graduate programs at Harvard, Minnesota and Penn State. How effective are they?

3. What is the status of teacher training programs within the BIA? Are they responsive to student needs? Who sets up the program and who administers it?

4. There needs to be a center or program for Special Education especially for the gifted.

5. There was a consensus of these organizations that more money must be available at the graduate level. The BIA needs to take a stronger stand on Higher Education funding. The Office of Post-Secondary Education has no formal mechanism with respect to financial aids, institutional developments, etc. It needs to be monitored and developed at the BIA level.

6. There needs to be a better dissemination of educational data to Indian organizations and to the Indian people in general. A progress report should be an on-going process.

7. Indian education appears to be at the bottom of priorities within the BIA. The organizational structure (its strengths and weaknesses) should be one of the BIA's top priorities.

8. There needs to be a stronger communication between LEA's and the Director of Indian Education's office.

9. There needs to be systematic meetings for superintendents and principals within the BIA and at the local Area level.

In the past six years, there have been eleven Directors in the Office of BIA Education Programs, how can we as Indian people expect any consistency in the directions from the main office? It appears that the power is in Albuquerque and not in Washington as it should be. There is a definite lack of seriousness on the part of BIA officials in the appointment of a Director. For instance, there were over 100 applicants for the job when Dr. Sockey was finally selected and he only lasted about a year.

The Office of the Director has no line authority to the educator in the field and consequently, the Area Directors do what they want to with education, and what they do hasn't been the best thing for the Indian youngster in the school.

A recent visit to Stewart Indian School by a certain individual discovered only one bunsen burner in the whole high school for the chemistry and biology classes.

Indian people outside of the ranks of the BIA should generate more interest on what the Bureau should be doing or what it is doing.

NIEA is an example, this organization could impact on BIA's direction if the organization would do something. This group needs to place their headquarters in Washington, D. C. so they can lobby for Indians.

AN INSTITUTE FOR INDIAN SCHOOL PERSONNEL ON
HUMAN EFFECTIVENESS, AN AIDE TO UNDERSTANDING HERITAGE
1975

This institute was conducted at Southeastern Oklahoma State University in Durant, Oklahoma on June 16 thtough July 3, 1975. The central theme was human effectiveness as an aide to understanding heritage. A wide range of topics were covered at the Institute that included the following:

A. Current trends in institutional care of children.

B. Behavior modification.

C. Arts and Crafts

D. Recreational Activities

E. Social Services Activities

F. Personnel regulations in BIA

People with special abilities and expertise were called upon from Anadarko Area, Muskogee Area, Central Office (IERC), and other institutions to round out the instructional portion of the program. There were a total of 76 participants. A greater percentage of them were Indian personnel in the dormitory and classroom instructional aide capacity.

Evaluation

1. In problem solving at the local site, participants felt the administrator involvement was utmost importance in human effectiveness.

2. The reinforcement of skills acquired at the institute should involve those who did not attend the institute with the leadership of the administrators.

3. It was agreed that concepts learned at the institute were useful and should be advocated at local schools -- but that the local administrator be totally involved at all levels.

Participant Suggestions

1. A majority of the participants, when asked what they thought should be the major concerns at the local level, agreed that a major problem was the lack of proper communication from the top line administrators down to the persons in classrooms and those in the dormitories. Of the 102 comments and suggestions made by the participants, a great portion of them related to the need for improvement in communications.

Sample Survey
By
National Indian Education Association
Problems Facing BIA Schools
January 1975

Administrators and supervisors in selected schools and agencies were asked to numerically rank the potential problem areas listed below and were also given an opportunity to write in any other problem areas they felt should be a part of the list. A sample population of 35 persons responded to the survey. The items were ranked and percentages computed on the number of times an item was selected to be among the most important problem areas facing the Indian schools.

The survey results show that the majority of those responding placed high priority on the alcohol/drug abuse and the dropout rate as a very important and serious problem among the students in the Bureau schools. They are also concerned with the budget problems that hamper school operations. The problem of hiring and dismissing employees is also a factor whether a school is able to operate as efficiently as it should.

TABLE I

Problems	Rank	%
Lack of student motivation	1	69
Dropout rate	2	60
Problems related to hiring & firing of staff	3	57
Alcohol and drug abuse among students	4	51

Problems related to an inadequate budget	5	40
Lack of adequate facilities	6	31
Insufficient number of permanent positions	7	29
Lack of part-time jobs for students	3	23
Indian preference	9	23
Problems related to purchasing	10	20

Below is a list of items the respondees felt were also problem areas in BIA schools. The first list in Table II reflects the opinions of administrators only. It can be seen that they are quite concerned with the problems involved in hiring and dismissing employees but they are also concerned with student motivation and the dropout rate in their schools. In general, the findings reveal that all those surveyed agreed that the five most important concerns were: (1) Dropout rate, (2) Problems in hiring and firing, (3) Lack of motivation among students, (4) Alcohol and drug problem among students, and (5) Problems related to inadequate budget.

TABLE II

Responses of 1st & 2nd line administrators only

Mean	Rank	
4.42	1.	Problems related to hiring and firing
4.74	2.	Student dropout rate
5.32	3.	Lack of motivation of students
6.21	4.	Problems related to an inadequate budget

6.53	5. Alcohol and drug problem among students
7.00	6. Insufficient number of permanent positions
7.95	7. Lack of or aged facilities
8.89	8. Lack of part-time jobs for students
8.89	9. Problems relating to purchasing
9.11	10. Indian preference
9.21	11. Inability to spend money as you see fit
11.16	12. Janitorial Service
11.42	13. Directives or recommendations of Boards of Education or Boards of Regents
12.58	14. Food preparation and dispensing

The list in Table III reflect the additional comments made by those responding to the survey. Their comments appear to place some emphasis in the area of better or improved services to the student housing facilities. Another important comment that keeps surfacing is the concern over the communication gap that is prevalent between the administration down to the line authority people and even down to the classroom and the dormitories. This communication gap was also a major problem as pointed out in a survey among approximately 90 BIA dormitory employees in a summer workshop in Durant, Oklahoma, (July 1975) recently.

TABLE III

Other problems identified in Survey Listed in group rank order

Rank

1. Lack of college work study money

   Lack of facilities for students with special problems

1. Poor relationship between academic and home-living departments
1. Poor communication between administration and staff
1. Stealing among students
2. Lack of curriculum development
2. The system
3. Insecurity of staff
3. Lack of educational consultants (inservice training, etc.)
3. Poor living conditions for students
3. Poor communication and cooperation between the faculty, division chairmen, and Dean of Instruction.
3. Student adjustment difficulties (with other students)
3. Need more occupational training areas
3. Lack of individual assistance to students
5. Parental involvement
5. Lack of descipline
6 Poor over-all institutional planning and implementation
6 Lack of self-discipline
7 Lack of young teachers on academic staff
7 Problems related to inadeauate transportation (buses)
7 Contracting
7 Difficulty in getting decisions made
8 Proglems related to housing students (budget, program, etc.)
8 Some administrative personnel too concerned with operation and not the welfare of the students
12 Problems related to recruitment of personnel

EARLY CHILDHOOD NEEDS ASSESSMENT
BANK STREET COLLEGE
NEW YORK
OCTOBER 20, 1975

The Bank Street College of New York has the contract to do a comprehensive Needs Assessment in Early Childhood Education among Indian people. The assessment activity has been in progress for eight months and a final report will be prepared by March 1976. The study encompasses six Area Offices and the respective schools under these Areas. The Areas are: (1) Aberdeen, (2) Albuquerque, (3) Phoenix, (4) Juneau, (5) Southeastern, and (6) Navajo. These Areas administer programs for the majority of the Bureau schools.

As a part of the study, the Bank Street College was also to evaluate three pilot programs initiated by the Bureau in Early Childhood Programs at Acomita School in New Mexico, the Choctaw Agency in Mississippi, and at the Akiachak School in Alaska.

At the Assistant Area Directors' meeting in Las Vegas, Nevada, Dr. Zimiles, the Project Director, provided the following report as a part of the findings.

Needs as a Part of Psychological Development:

1. Health problems need to be identified early in life.
2. Develop communication skills early in child's life.
3. Expose children to richer set of experiences.
4. Provide knowledge upon which to build on.
5. Help child to learn to cope with and master environment.
6. Materials are needed at home for children to learn early in life.
7. Survey has included 28 communities.
8. The study says a large portion of the study is to be performed by the community themselves.

How early should program begin?

1. Program should start very early.
2. Some are ready at 2 years, some at 3 years.

Models are needed in the communities. They should be cultivated at home as opposed to bringing in outsiders who are not the same as their kind. A bilingual person would likely be a best model.

Other related findings:

1. Many felt the program would provide jobs for them.
2. Provide free time for women while children are in school.
3. Much alcoholic abuse was reported to be among those included in the study-- adult and young people.
4. Much dissatisfaction with delivery of health services.
5. Very little participation in activity making decisions dealing with education.
6. BIA was thought to be too much in control of programs and did not allow for local participation.
7. People have virtually given up -the bureaucratic structure of BIA appeared to be overbearing or made people powerless.
8. Parents appeared to be overly concerned with behavior or the discipline of the children.
9. Existing programs are poorly directed--there is a need for more trained people.
10. Inadequate funding for most programs.
11. Problems in obtaining buildings and very inadequate transportation system in most cases.

12. People want more vocational oriented programs rather than college oriented.
13. Much child neglect is evident throughout.
14. Children need more precise English teaching.
15. About education and for education; community people speak less and teachers speak more.
16. Lack of knowledge about parenthood.

Summary:

It appeared that there was a definite indication that a broadening of the existing program and make available materials and objects to the children's environment to enhance their learning. Materials must be designed and based on their familiarity. The parents must be brought into the program and given more responsible roles. Early Childhood intervention in the early language skills acquisition is a must. Educators wait too long. The lateness of intervention, the less effective it will be.

The report went on to say that a major issue the Indian people wanted to talk about was their suspicion that BIA was gathering data to support their claim on the existing programs that were successful. Dr. Zimelis said that the majority of the people were generally suspicious of the BIA.

Assistant Area Directors Meeting
Las Vegas, Nevada
October 14 - 16, 1975

The Assistant Area Directors for Education were asked to discuss and document what they felt were among the highest priority in Indian Education. They divided into three groups and after some discussion they provided the following list of comments. Each groups comments are listed in ranked order (Number one priority to the last on the priority list).

Group I

1. What kind of basic support monies will be available to public schools to take the place of JOM funds? Schools that lose JOM funds because of 638, BIA policy in co nflict with parental choice on boarding school attendance.

   (a) Recommendations should be made to allow gradual phase out of JOM.

   (b) Adequate funding of education programs

   (c) How to deal with inflation factor

   (d) Equitable funding

2. Teacher Recruitment:

   (a) Recruitment of graduates assisted by Higher Education programs

   (b) Why couldn't Civil Service Commission farm out the rating of teachers?

   (c) Employment ceiling

3. Develop understanding of Congress' philosophy toward Indian people and how it applies to the Bureau's philosophy.

   (a) Isolation of education within the Bureau from the other programs causing a loss of credibility.

Group II

1. Define role and objectives of Education

   (a) Who is running Education?

   (b) Why no Education? Integrity of funding ... ceiling, bailing out of outside programs.

   (c) Administrative services should gear its resources to meet our time lines and the Civil Service.

   (d) Role-maximize all Education resources to provide Educational opportunities from WOMB to TOMB.

2. Staffing

   Designed by Educators, not Administration. Educators know more about it. Integrity in Programs.

   Integrity in Programs

   Staffing patterns should be standardized for basic programs, and provisions made for special programs needs.

3. Tail Wagging the Dog:

   Federal Programs (Rules and Regs)

   Program Management and Analysis

   (McClarens' shop, statisticians.. R and D types: Self proclaimed authorities on education)

4. Administrative Services

   Provide supportive services to programs. Programs are hamstrung by attitudes, personalities, etc. (Magnuson's Law, the further you are from the kids and program, the less concern you have).

Boarding School Issue

Their Need

Funding

Closure (Wrangell)

Special School for Special Needs

JOM

Funding in relation to Service Population

Dollars being expended to meet political needs rather than student needs.

All levels should be accountable for commitments they make.

Construction and Renovation does not keep abreast of Needs.

Effects of 93-638

Will Bureau go without to political pacify others?

Unrealistic funding

Build where enrollment justifies, not monuments to incompetent planning.

Group III

I. What are the specific objectives in purview of the organizational structure of the Office of Indian Education Programs?

(a) Include Education personnel in task force.

II. Decision making authority for Central Office Education Director.

(a) Decision making authority in Areas must be with Area Directors of Education in consultation with Area Director. Areas need support from Central Office. Establish working communications.

III. Definition of roles - Central Office Director of Education must immediately touch base with Area Directors.

IV. Place JOM in Band Analysis process to insure serving present service population.

V. Continuity in Education Program in the Bureau Day School to Central Office, Education should run Education.

Program operation should be in field.

(a) Repetitive funding of studies and consultants' meetings, wheel is still round, let's don't reinvent the wheel.

(b) Develop directions at the grass roots level

(c) We must find stability in our educational programs.

VI. Communications

Meeting ITS ITIS

Coordination

Reporting to C.O.

What happens to Report and memos sent to Washington?

Early decision on fundi ng of graduate students

What is the status of special education funding in the Bureau?

Need to address ourselves to the necessity of implementing goals as defined by Department and the Bureau.

Purchasing of buses:

Ceiling on number of buses

Contracts:

Do contracted firms have capabilities to perform? Bureau often does portion of the work. This is time co nsuming.

VII. No rip-offs at the top of education funds in Central Office, H.E. Program, JOM, etc.

VI. Higher Education guidelines for uniformity. No more rip-offs at the top of the Higher Education monies. Areas should plan a program for funding graduate students and should not have to go to outside agencies to run the graduate program.

Oklahoma Needs Assessment
Oklahoma State University
Progress Report
October 1975

The five groups of Indian people listed below were asked to express their views in terms of what they thought should be the most important educational goals for their children in the Oklahoma schools. The following list is their response and then they were asked if they thought the schools where their children attended were meeting those needs. A great majority of them felt their local schools were not meeting those important goals.

BIA School Advisory Board Members	24
Title IV (Part A) Parent Advisory Committee Members	77
JOM Parent Advisory Committee Members	67
Tribal Leaders	66
Grassroots Indians: Includes Indians who are not serving on any education committee and are not tribal officials.	415
Total	649

	Are the schools meeting those Needs? YES	NO
1. Develop skills in reading, writing, speaking, and listening.	38%	62%
2. Develop good character and self-respect	27	73
3. Learn to respect and get along with people whom we work and live.	33	67
4. Learn How to be good citizen	34	66
5. Develop a desire for learning now and in the future	25	75

6. Develop pride in work and a feeling of self worth	24%	76%
7. Develop skills to enter a specific field of work	22	78
8. Learn how to respect and get along with people who think, dress and act differently	31	69
9. Learn about and try to understand the changes that take place in the world	36	64
10. Gain a general education	36	64

Of the toal number of 649 Indian people surveyed, to date (Oct., 1975) they all agreed that the most important needs in their schools for their children were those listed below. A great majority of them co nsistently agreed that their schools were not meeting those particular needs.

	Are the schools meeting these Needs?	
	Yes	No
1. The school should have trained counselor that Indian students can talk to about personel and social problems.	8%	92%
2. There should be a follow-up program for dropouts to help them continue their education	5	95
3. Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	4	96
4. Testing and guidance for choosing a career should be given to Indian students in school.	4	96
5. The school should provide special classes in reading and writing for Indian students with English language problems	7	93
6. The school should provide Indian counselors for Indian students.	6	94
7. Indian students should be taught about their legal rights and their relationship to the Federal government	5	95

OPTIONAL FORM NO. 10
JULY 1973 EDITION
GSA FPMR 101 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Cultural Studies Section **DATE:** May 20, 1976

FROM : Chief, Division of Evaluation, Research, and Development

SUBJECT: Additional Data for an Earlier Survey Entitled:
"Survey of Educational Concerns"

The additional data re-analyzed has been added to the main body of the Survey document. This new information may be identified on pages 3, 3-B, 3-C, 3-D, 3-E and 3-F. The original report did not contain these pages.

Approved:

Administrator
Indian Education Resources Center

Enclosure

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan